

March 3, 2020

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

The purpose of this letter is to notify you that McDaniel College is submitting a new program proposal for the following program:

- Bachelor of Arts (B.A.) in International Business

The Faculty and Board of Trustees of McDaniel College have endorsed this program.

Attached is the check (if being read in person) or a copy of the check (if being read via email) for \$750 for review of this proposal. Please note we have a previous credit of \$100 from last month which we requested be applied to this application, bringing the full amount paid to \$850.

Sincerely,



Julia Jasken, Ph.D.
Executive Vice President/Provost

CC: Dr. Jennifer Frank, Vice President, Academic Affairs, MICUA
Dr. Wendy Morris, Dean of the Faculty

Enclosure (fee)



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	McDaniel College
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check	Amount: 850.00	Submitted: 3/3/2020

Department Proposing Program	Economics and Business Administration		
Degree Level and Degree Type	Bachelor of Arts		
Title of Proposed Program	International Business		
Total Number of Credits	128		
Suggested Codes	HEGIS: 0513	CIP: 52.1101	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2020		
Provide Link to Most Recent Academic Catalog	URL: http://catalog.mcdaniel.edu		

Preferred Contact for this Proposal	Name:	Wendy Morris
	Title:	Dean of the Faculty
	Phone:	(410) 857-2521
	Email:	wmorris@mcdaniel.edu

President/Chief Executive	Type Name:	Roger Casey
	Signature:	Date: 03/03/2020
	Date of Approval/Endorsement by Governing Board: 02/22/2020	

Revised 3/2019

International Business - MHEC proposal

NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS

An institution submits a proposal using guidelines in accordance with State regulations found in [COMAR 13B.02.03](#). Proposals shall be submitted electronically to acadprop.mhec@maryland.gov.¹

A complete proposal shall include a:

1. **Cover letter** from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program
2. [Proposal Cover Sheet](#) with all required signatures and should address all of the following areas:

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Institutional Mission

McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.

As Thomas Friedman indicated in his best-selling work, The Worlds is Flat: A Brief History of the Twenty-First Century, globalization is having and will have for the foreseeable future an enormous impact on the economic and political landscape. For some, this inevitable trend portends continued progress for mankind, for others it provides an existential threat. But the trend is ongoing and inevitable. This is the environment in which graduates of McDaniel College will be participating. For those pursuing a career in business, there will be great opportunities in the international arena. Our graduates would benefit greatly from an enhanced knowledge of the international economic, political, and cultural environment – past, present, and future. The successful entrepreneurs of the future will need to understand the workings of, and the roles played by international trade, comparative advantage, tariffs, subsidies, cartels, energy production, climate change, and so forth. Both for the individual and for society, there is great benefit to be had from producing a cadre of educated individuals with an understanding of the international environment. The proposed major in International Business is designed to provide this opportunity for McDaniel undergraduates. “Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and responsibility.”

¹ Contact information: 6 North Liberty Street, Baltimore MD 21201; Phone 410-767-3300 or 800-974-0203

The International Business major consists of the traditional core of a business major with three additional components. The first additional component consists of courses on international finance, international trade, and economic development of economies around the globe. Students select two courses from a set of three offerings. A second component consists of four courses chosen from an extensive list of business, economics, foreign language, foreign cultures, world geography, world history and political science, all designed to aid students in developing a better understanding of the international business environment in which they will be operating. The final component of the proposed major is one of which we are very proud and uniquely situated to provide. This consists of a semester of study-abroad at McDaniel Europe, our branch campus in Budapest, Hungary, or at another approved study-abroad location. While we will encourage all International Business majors to take advantage of this opportunity, for those who cannot work this into their schedule, they may substitute the study of a foreign language at least one semester beyond the intermediate level.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Strategic Vision

Sustained by the transformative power of the liberal arts, we will enhance McDaniel's reputation and strengthen our resources by increasing our focus on the unique potentials of individuals. We will challenge all students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni.

Our Goal of Excellence with Genuine Care: *We will attract, retain, and graduate more students by providing a challenging education that develops students' abilities and ambitions, ignites their passions, and prepares them for successful twenty-first century careers.*

It is our intention that the proposed major will ignite students' passions as they prepare for successful 21st century careers while receiving a liberal arts education. The proposed International Business major emerged from a year-long review of the academic programs of the college. A select group of faculty leaders were formed into the Strategic Thinking Group for Pedagogical Value (STGPV). Their year-long study examined voluminous data on recruitment and enrollment figures as well as data on the interests of both applicants and deposited students. Course enrollments over five and ten-year periods were studied. From this study came recommendations as to strategic resource allocations to add desired programs to meet the needs of students in the twenty-first century. Each of the academic departments was asked to study the data collected relating to their fields of study. The Department of Economics and Business Administration identified several areas of interest to prospective students. International Business was one of the identified programs with significant potential, since there is student interest, and the resources needed to deliver the program are already in place. We are in the enviable position of being able to add a program that is expected to engender interest among our applicant pool, while not requiring additional expense on the part of the institution. All the pieces are in place to deliver an International Business major.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The strategic enrollment plan (SEP) for this program involved careful collaboration with our VP of Admissions, the Provost, and faculty members who will teach in this major. Based on discussions with these faculty, the VP of Admissions worked with the Provost to determine the investments needed. This major was developed assuming that the program could continue to be sustained through existing institutional resources, but with plans for increased investments needed with the assumption of program growth (described Section L, Table 2). Assuming the projected enrollment growth materializes, the institution is committed to hiring an additional full-time faculty member for each additional 15 students who enroll in this major and increasing the departmental budget proportionately as enrollment increases.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The institution is committed to supporting the needs of this new program fully and can launch the program immediately using already existing institutional resources. Administrative support will be provided by the administrative assistant for the Business & Economics Department. Should enrollment in the program increase to the point of requiring additional resources, our Strategic Enrollment Plan (SEP) describes our plans and timeline for supporting increasing needs for infrastructure and new faculty (see section L, Table 2). Any technical needs described in the SEP (physical infrastructure, hardware, or software) will be incorporated into our annual budgeting process.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Given the demand for this program (as described below in section C), the institution is committed to offering this program for the foreseeable future. However, should there come a time when the institution decides to inactive this program, a multi-year plan would be developed to continue offering the required courses to any enrolled students such that they would be guaranteed to graduate with their intended major.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

Given the port of Baltimore and the proximity to the nation's capital, Maryland is well situated to expand its participation in world-trade. Individuals with an informed understanding of the fundamentals and the nuances of the world of international business would be a valuable addition to Maryland's workforce. The proposed major in International Business is designed to develop individuals with just such a skill set. There is ample evidence that college students tend

to seek employment in the state in which their education took place. Given the small number of higher education institutions in Maryland currently with majors in International Business (only 3), the workforce of Maryland could benefit greatly from expanding the opportunity for in-state students to major in this field.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

A Boston Consulting Group study found that companies with more diverse management teams have 19% higher revenues due to innovation (<https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation.aspx>). This study demonstrates that “diversity is not just a metric to be strived for; it is actually an integral part of a successful revenue-generating business” and is confirmed by additional research completed by McKinsey & Company:

- Companies in the top quartile for racial and ethnic diversity are 35 percent more likely to have financial returns above their respective national industry medians.
- Companies in the top quartile for gender diversity are 15 percent more likely to have financial returns above their respective national medians.
- In the U.S., there is a linear relationship between diversity and better financial performance.
- The unequal performance of companies in the same industry and same country implies that diversity is a competitive differentiator shifting market share toward more diverse companies.

The importance of diversity on the international business stage is also apparent. *Harvard Business Review* (HBR) found that “teams with at least one member who share a client’s ethnicity are 152% more likely than another team to understand that client. In other words, diversity alone can differentiate a business from its competitors, leading to increased sales and profits.”

And yet the fact remains that the global business world still lacks significant racial and ethnic diversity. According to the U.S. Bureau of Labor and Statistics, 79.4% of those employed under the **Management, professional, and related occupations** industry are white (<https://www.bls.gov/cps/cpsaat11.htm>).

McDaniel’s international business major will provide students of color the opportunity to meet this demand, preparing our graduates to enter the global business workforce. Because our student body is highly diverse (the Fall 2019 entering class at McDaniel College is 34.6% African American, 7% Hispanic, and 5.7% two or more races), offering the major will equip our students of color to contribute immediately to the global organizations they represent while providing significant benefit to their organizations.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

While McDaniel College is not a historically black institution, the program will not be in competition with any HBI’s in Maryland because those institutions do not offer an International Business major.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

We believe this program aligns with Strategy 8 of the Maryland State Plan for Postsecondary Education:

- Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

As Strategy 8 states, “the contemporary workplace is changing rapidly, and long-held beliefs about academic majors, career paths, and the connections between them have been transformed. More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems. Technical knowledge is not enough.” By housing a program that prepares students with industry-specific and international knowledge but does so in an interdisciplinary way with a liberal arts core, our graduates will be uniquely positioned to impact the global workforce. The ability for our students to integrate foreign language into their study further enhances their workforce readiness. But the education is not enough. Direct relationship development with businesses that have a global footprint will be essential. To accomplish this, we will follow our already established models through the Center for Experience and Opportunity and our academic departments, such as interview days, undergraduate research, support for internships, and panels of local professionals (<https://www.mcdaniel.edu/news/interviewing-day-mcdaniel-jobs-internships-and-career-contacts>). These relationships will provide students direct access to employers while giving employers an opportunity to provide feedback on the program.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

With a bachelor’s degree in international business, our graduates will be prepared to begin entry-level positions across the business sector. According to the U.S. Bureau of Labor Statistics, *“globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand... increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.”*

Additionally, graduates of the international business major will be well-positioned to be competitive applicants to graduate programs, including McDaniel’s MS in Data Analytics and Human Resources Development. Should a graduate go on to achieve Master’s level education, they would be able to enter the business industry at mid-level management.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to the U.S. Bureau of Labor Statistics, “employment of business and financial operations occupations is projected to grow 7 percent from 2018 to 2028, faster than the

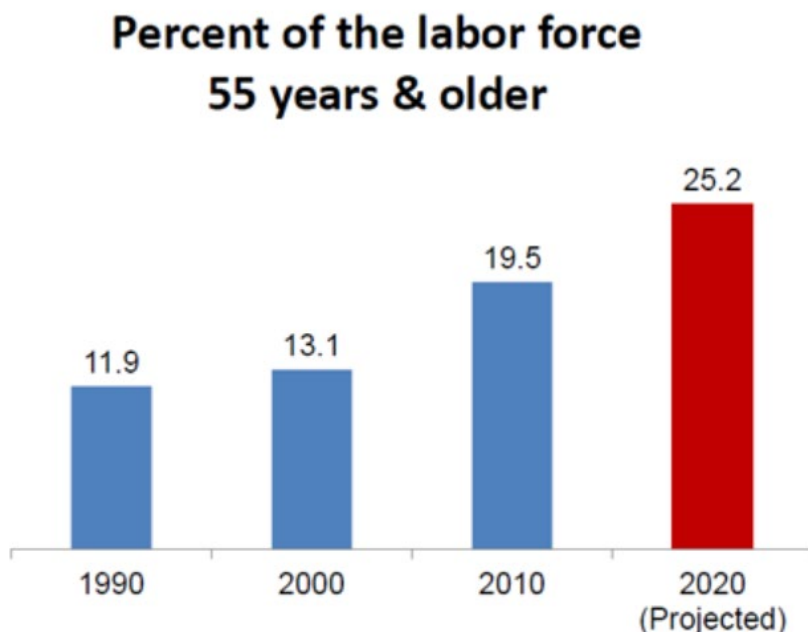
average for all occupations” (<https://www.bls.gov/ooh/business-and-financial/home.htm>). The median annual wage for business and financial occupations was \$68,350 in May 2018, which was higher than the median annual wage for all occupations of \$38,640.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics indicates that the employment change for business and financial operations occupations between 2018-2028 will be an additional 591,800 positions., significantly out-pacing other occupations.

Additionally, the impact of the aging workforce will be felt in the business field. Though specific vacancies in the field have not been projected, it is reasonable to assume that this field will not be exempt from this phenomenon.

Figure 1



Source: **Toossi, M. 2012. "Labor Force Projections to 2020: A More Slowly Growing Workforce." *Monthly Labor Review* (January, 2010–2020).**

4. Provide data showing the current and projected supply of prospective graduates.

McDaniel’s internal data reflects a strong interest in Business. 12% of our total applicant pool for 2019 indicated a primary interest in business and 11.3% of the deposited students for the Fall 2019 class (69 total students) expressed their primary program of interest as Business. An additional 80 students (13%) identify as Undecided and would be a group to introduce to the program. We also see interest in foreign languages (approximately 1% of our total applicant

pool) with specific interest in Spanish, French, and Arabic. These students would be another potential group of students interested in the intersection of business and international affairs.

Given our own internal interest and the number of college-bound students interested in business nationally (see section D.2 below), we project annual enrollment of no fewer than 4-6 students per year. Applying standard attrition patterns, we project a minimum of 3-5 graduates per year.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

According to the State Academic Program Inventory, found at https://mhec.state.md.us/institutions_training/Pages/searchmajor.aspx, and the degree trend data downloadable from the MHEC website (http://data.mhec.state.md.us/Trend_Aux/DTRENDSD18.zip), we offer the following information on Maryland schools with similar undergraduate programs:

Institution	Program	Degrees Awarded				
		2014	2015	2016	2017	2018
Notre Dame of Maryland University	International Business	1	1	1	1	2
Salisbury University	International Business	0	0	2	5	1
University of Maryland, College Park	International Business	51	41	48	31	47

Currently in the State of Maryland, there are only three institutions of higher education offering a major in International Business. Only one, Notre Dame University of Maryland, is a small, private liberal arts institution. The other two institutions offering an International Business Major do so in Schools of Business within a large university. The addition of an International Business major by McDaniel College would have a positive impact by diversifying and expanding the options for the study of International Business for Maryland's current and prospective college students. Expanding the pool of Maryland's college graduates with the skills needed to thrive in the world of international commerce is a needed ingredient for the State's economic success,

- <https://www.ndm.edu/womens-college/academics/programs/international-business>
- https://www.salisbury.edu/administration/academic-affairs/checklists-pdfs/International_Business.pdf#international_business
- <https://www.rhsmith.umd.edu/programs/undergraduate-programs/academics/academic-majors/international-business>

Comparison with Notre Dame University: In terms of curricular content, the proposed McDaniel College major in International Business is closest in design to that of Notre Dame University of Maryland. This is not surprising in that Notre Dame is the only private institution of higher learning in the State currently offering a major in International Business. As sister private liberal arts institutions, both institutions take a liberal arts approach in the design of majors. There is more of an interdisciplinary approach, and there is a smaller core of business courses than one

will find in a larger university's school of business. With respect to differences, one is geographic. McDaniel College would be the only Maryland college west of Baltimore to be offering a major in International Business. As a co-educational institution, McDaniel reaches a different audience. Finally, McDaniel is especially well-positioned to offer a major in International Business due to the college's branch campus McDaniel Europe, centrally located in Budapest, Hungary.

Comparison with Salisbury University: The greatest similarity between McDaniel's proposed program and the program of Salisbury University is in the core of courses focused specifically on International business, finance, and economics. The greatest difference is one typical of the difference between the approach taken at a small liberal arts college and that taken at a school of business within a larger university. In this instance, the Franklin P. Perdue School of Business. The business school approach is to have a much larger core of business-related courses to which is added studies in international business. Thus, a much larger portion of an undergraduates' studies are devoted to the major in the business school setting. McDaniel's liberal arts approach provides a strong business core, and a strong concentration in international business, while allowing a more diversified overall course of study. Not including language study and study abroad, Salisbury's major requires a total of 25 courses, while McDaniel requires 16. The McDaniel design is nearly identical in size to that of Notre Dame University of Maryland. The students of Maryland would benefit by having this option.

Comparison with University of Maryland, College Park: As a school of business within a large university, the Robert H. Smith School of Business approaches the design of its majors with a greater emphasis on core business studies than will be found on a liberal arts campus such as McDaniel College. The International Business major at the University of Maryland consists of 22 courses in total as compared to McDaniel's 16. The international content is comparable, but the difference lies in the core of courses carried over from the basic business major. As referenced in the discussion of Salisbury's program, it's simply the difference in the approach taken by a school of business and a liberal arts college. Both are sound approaches, simply a difference in emphasis and philosophy.

2. Provide justification for the proposed program.

According to the College Board Student Search Service, a data pool that covers nearly 90 percent of all college-bound students, out of the students planning to enroll in college in fall 2019, 222,923 indicated an intended major of *Business, Management, Marketing, and Related Support Services*. There are more than 12,500 students in Maryland, Virginia, and Pennsylvania alone.

Additionally, of all the students who completed the 2019 national NRCCUA survey, 3.2% indicated that Business was their major of interest and 1.3% indicated that international business was their major of interest

(<https://educators.mycollegeoptions.org/Reports/SummaryReport>).

Given the need identified in Section C, we believe the benefits of the program are clear.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

McDaniel's program is not in direct competition with any high-demand program at an area HBI. There is currently non comparable international business degree offered at a Maryland HBI.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

McDaniel has offered a specialization in international business for a number of years. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI. Furthermore, no Maryland HBI's have a major in international business

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR 13B.02.03.10](#)):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

In 2017-2018, the College created a faculty committee entitled the Strategic Thinking Group for Pedagogical Value. This body was created at the behest of the Board of Trustees in the belief that a thorough study of the College's curriculum would be beneficial. What programs have the potential to grow, what programs are no longer the best use of our finite academic resources, and what programs not currently offered would be a productive use of these resources. Each academic department was charged with undertaking a thorough review of their existing programs and researching ideas of programs that would invigorate and enhance the college's curriculum. With the growing attention being given in to international trade in government circles and in the media, the Department of Economics and Business Administration recommended a new major in International Business. The Department collaborated with our departmental colleagues at McDaniel Europe in Budapest, Hungary in the design of the proposed major.

Administratively, the International Business major will be overseen by Dr. Ethan Seidel, Chair of the Department of Economics and Business Administration, and Dr. Julie Routzahn, Assistant Chair of the Department. All faculty who teach in the new major will participate in the evaluation process.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Upon completion of the International Business major, students will have developed:

1. An appreciation for the benefits of world trade based on the theory of comparative advantage.
2. An understanding of the international monetary system and operation of the markets for foreign exchange.
3. An appreciation for the multicultural nature of the world's business environment.
4. An understanding of how the global business environment is subject to varying economic, cultural, and political conditions.

5. A strong foundation in the business fundamentals of accounting, finance management, marketing, economic theory, and data analysis.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Student achievement of learning outcomes in the program is overseen by the Academic Assessment Committee (AAC) as part of McDaniel's established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College's academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. The program will provide a list of learning outcomes to the AAC along with a chart indicating the specific courses in which each outcome is developed as well as courses that serve as points of assessment. In the fall of each academic year, the program will select an outcome (or outcomes) to assess and provide a detailed plan for direct and indirect assessment to the AAC; the AAC will provide feedback on this plan, as needed. All the department's learning outcomes will be revisited and assessed on a regular basis so that changes made based on past assessments can be evaluated.

b) document student achievement of learning outcomes in the program

In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan of ways to address any areas in which students did not successfully meet the learning outcomes set forth by the department.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Proposed International Business Major

Number	Title	Credits
BUA 1101	Principles of Accounting I	4
BUA 1102	Principles of Accounting II	4
BUA 2209	Principles of Marketing	4
BUA 4323	Corporate Finance and Financial Management	4
ECO 1103	Introduction to Economics	4
ECO 1102	Economic Issues and Policy	4
ECO 3303	Microeconomic Theory	4
ECO 3320	Macroeconomic Theory	4
Math course 1106 or higher		4
STA 2215	Introduction to Statistics	4
BUA 4100 Or BUA 4105	Business Strategy and Policy Capstone International Business Capstone (Budapest)	4
ECO 3306	International Finance	4

ECO 3304 Or ECO 3326	International Economics Economic Development	4
Semester of Study Abroad (McDaniel Europe or other approved location) Or Foreign Language Study (At least one semester beyond Intermediate Level in one foreign language. ASL cannot be used to satisfy this requirement)		4
International Business Environment (select four of the following): (Selected courses may not be used to also satisfy International Economics and Finance above) BUA 2101 Global Markets and Marketing (Budapest Campus) BUA 2102 Multicultural Management (Budapest Campus) ECO 3304 International Economics ECO 3318 European Economic History ECO 3326 Economic Development FRE 1123 The French Speaking World FRE 1131 Culture of France GEO 2200 Human Geography: Cultures of the Non-Western World GEO 2202 Cultural Geography: Non-Arab Islamic Societies IDS 2037 The Intercultural Workplace IDS 2215 The Arab World CCS 1103 The Central-European Heritage PSI 2205 The European Union: History, Institutions, Major Policies (Budapest Campus) PSI 2220 Global Cybersecurity (Budapest Campus)		16
Writing in the Department (Select One): (Selected course may be used to also satisfy International Business Environment requirement) ECO 3305 American Economic History ECO 3318 European Economic History ECO 3326 Economic Development ENG 1103 Introduction to Journalism ENG 2106 Writing for Main Street ENG 2107 Business Writing ENG 2120 Editing for Publication ENG 2208 Advanced Composition ENG 2212 Professional Communication ENG 3307 Social Media: Rhetoric and Design ENG 3309 Approaches to Everyday Discourse ENG 3311 Writing in Professional Contexts ENG 3312 Writing for Non-Profit Organizations		4
Total number of credits for major		76

General Education Requirements

Type of Course	Details	Credits
First Year Seminar	All students complete a first-year seminar	4
ENG 1101 (<i>English Composition</i>)	Introduction to College Writing	4
Writing in the Discipline	All students take course(s) which are designated as Writing in the Discipline courses to learn how to write in the discipline of their major.	Credits included in major
Second Language	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 nd semester level.	8
Multicultural (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	4
International Nonwestern (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	4
International Western OR Nonwestern (<i>Social & Behavioral Sciences</i>)	Students select 1 course from either of these 2 general education categories	4
Quantitative Reasoning (<i>Mathematics</i>)	Students select 1 course from this general education category	(4 credits included in major)
Scientific Inquiry with Lab (<i>Biological & Physical Sciences</i>)	Students select 1 course from this general education category	4
Quantitative Reasoning OR Scientific Inquiry (<i>Mathematics or Biological & Physical Sciences</i>)	Students select 1 course from either of these 2 general education categories	(4 Credits included in major)
Textual Analysis (<i>Arts & Humanities</i>)	Students select 1 course from this general education category	4
Creative Expression (<i>Arts & Humanities</i>)	Students select 1 course from this general education category	4
Social, Cultural, Historical Understanding (<i>Social & Behavioral Sciences</i>)	Students select 1 course from this general education category	(4 Credits included in major)

Jan Term	General education requirement of 1 course during a January Term. Most students complete this by taking My Design.	2
My Design	All students take the My Design course, MDC 1100	2
My Career	All students take the My Career course, MDC 3100	1
Experiential Learning	General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	0-4
Total number of general education credits outside of the major		45-49

Composition of all credits required for graduation

Category	# of Credits
Major	76
General Education Requirements	45-49
Elective Courses	3-7
Total	128

COURSE DESCRIPTIONS *(all courses are 4 credits unless otherwise noted):*

BUA 1101 - Principles of Accounting I

Fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for purposes of decision-making, cost control, and managerial planning.

Prerequisites Successful completion of MAT 1001 or MAT 1002 or MAT 1100

BUA 1102 - Principles of Accounting II

Fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for purposes of decision-making, cost control, and managerial planning.

Prerequisites Placement above MAT 1001.

BUA 2209 - Principles of Marketing

An introduction to the marketing function. The focus is primarily on “for profit” firms and their approaches to the marketing discipline. The course tests the student’s mastery of fundamental marketing concepts, principles, and definitions. Several case studies supplement the required texts and lecture contents.

BUA 4323 - Corporate Finance and Financial Management

The management of business funds, with emphasis on the techniques of financial analysis, the financial environment in which firms operate, the sources and forms of external financing, and the allocation of funds to competing alternatives such as plant and equipment, working capital, and financial investment.

Prerequisites BUA 1101, STA 2215, or permission of the instructor.

ECO 1103 - Introduction to Economics

The study of the economic foundations of any society: price theory - the market system and allocation of resources; and macroeconomic theory - national income, employment, inflation, business cycles, and international trade.

Prerequisites Mathematics 1001, Mathematics 1002 or placement above Mathematics 1002.

McDaniel Plan: Social, Cultural, and Historical Understanding

ECO 1102 - Economic Issues and Policy

Exploration of the contributions made by economic theory towards understanding and solving major policy issues of our times. The principles of microeconomics and macroeconomics are studied and applied to such timely topics as the environment, health care, international trade, the minimum wage, and a variety of similarly critical issues. Student interest will play a role in topic selection.

Prerequisites MAT-1001 or MAT-1100

McDaniel Plan: Social, Cultural, and Historical Understanding

STA 2215 - Introduction to Statistics

Basic statistical principles and techniques; summarizing and presenting data, measuring central tendency and dispersion in data, basic concepts of probability and probability distributions, estimation of parameters and testing of hypotheses through statistical inference, linear regression and simple correlation. Not open to students who have completed Mathematics 3324.

Prerequisites Mathematics 1001, Mathematics 1002 or placement above MAT 1002.

McDaniel Plan: Quantitative Reasoning

BUA 4100 - Business Strategy and Policy

A capstone seminar course for Accounting Economics and Business Administration majors that relies on the case method to provide a challenging environment in which to apply knowledge acquired in the major toward developing strategies for business success. Basic building blocks such as accounting, economics, finance, and marketing, et al are integrated in an individual as well as a team approach to problem solving, policy analysis, and strategic management.

Note: Must be a senior Accounting Economics or Business Administration major or have instructor permission.

BUA 4105 - International BUA Capstone

Increasingly, business is required to compete in multiple foreign markets or domestically against foreign competitors. Understanding the challenges associated with this and developing skills in these areas has become an essential requirement for success. This class teams students with companies to prepare an internationally market development and business strategy. Students will increase their awareness of international business opportunities while gaining valuable and practical business skills, knowledge, and experience.

To this end, students work in groups of up to four (4) people assigned to an operational Hungarian company. They will work with its management to develop an international business entry strategy for a foreign market. Students complete market research, secondary research prior and post trip, and primary research during the trip. These results will be reported in their company's final report and international entry strategy business plan. Students and industry representatives will travel to a designated market to attend a trade show(s) and/or business meetings and events. Students will also schedule regular meetings with their company representative to keep them informed and obtain information and required details.

This course is offered at the Budapest campus.

Prerequisites BUA 2209, ECO 3306, ECO 3304 and ECO 3320

ECO 3306 - International Finance

This course provides a detailed investigation of foreign currency markets and international monetary economics. By the time you complete this course, you will be well versed in open-economy macroeconomics and able to understand and critically interpret associated contemporary policy debates. Topics to be covered include: balance of payments accounting, FX markets and various theories of exchange rate determination, the macroeconomic aspects of trade in goods and capital, open-economy macroeconomic policy, the international monetary system, and the role of international organizations like the World Bank and IMF.

Prerequisites ECO 1103 or ECO 2201

ECO 3304 - International Economics

The principles of international trade and finance: study of classic trade theories, trade policy, exchange rate markets, balance of payments, trade and growth/development, open economy business cycles, international organizations, and exchange rate policy.

Prerequisites ECO 1103 or ECO 2201

ECO 3326 - Economic Development

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined.

Prerequisites ECO 1103 or ECO 2201

BUA 2101 - Global Markets and Marketing

The course addresses issues in the strategy, organization, marketing, and management of companies operating in the global market. In addition the course will integrate the sciences of geography and history along with individual country flags and on-going current events. It is assumed students, through the completion of the prerequisite and other relevant courses in marketing, are familiar with the key concepts in international business and marketing research and planning.

Case studies used in this course will help you develop your analytical and decision-making skills and also highlight the reality of environmental uncertainties influencing decision making in the global context. Cases also seek to develop your capacity to identify issues, to reason carefully through various options and improve your ability to manage the organizational process by which decisions get formed and executed. In addition to case analyses we will also read and discuss additional articles on strategic issues relevant to operating in a global context. Thus, students will develop both, historical and current, and theoretical and practical, perspectives on

operating in a global context.

Note: Offered at Budapest campus only.

Prerequisites BUA 2209

BUA 2102 - Multicultural Management

Today project management in a diverse multicultural environment is at the heart of everyday business. Managing projects is also key in managing business change: all projects, in some way, result from and give rise to change.

Many project management publications focus on elements such as engineering or information technology, removing the focus from business needs. This course is designed to demonstrate the value of project management as an aid to international / multinational business in general, reflecting both the purpose of projects and the way that they are managed.

The course will provide students with a sound view on what project management is, why it matters, and how to achieve best practice in it:

- A key feature of projects is that they differ from normal line management, often suffering a poor relationship with what is often referred to as 'the day job'. The cause of this is explored, setting the scene for proposed remedies.
- The provision of control is also introduced in terms of organization, interrelationships of multiple cultures (both national and organizational culture), risk management and finance.

This course is designed to provide students with a flexible, efficient process that provides planning without overkill and control without being cumbersome. Students will learn the proven basic project management tools and techniques to manage both short and long-term projects. Therefore, the course provides:

- A definition of what project management is, how it differs from other management, and how it has evolved;
- Consideration of the key cultural issues which arise in business that must be dealt with when contemplating projects;
- A (simple) structure for multicultural project management that is easy to follow, based on proven techniques.

This course explores the place of projects in business in all sectors. It discusses the myth that there are such things as 'construction projects' or 'IT projects' or 'relocation projects', building on real life experiences to demonstrate that all the functions of any organization need to work together, and that no single function can act without affecting the others.

Note: Offered at Budapest campus only.

McDaniel Plan: Multicultural European

ECO 3304 - International Economics

The principles of international trade and finance: study of classic trade theories, trade policy, exchange rate markets, balance of payments, trade and growth/development, open economy business cycles, international organizations, and exchange rate policy.

Prerequisites ECO 1103 or ECO 2201

ECO 3318 - European Economic History

This course will examine various issues in the evolution and development of the European economy from the middle ages to the early 20th century. Central topics to be explored include

trends in population and income growth, agricultural productivity and land redistribution, industrialization, and the evolution of international monetary arrangements, and the economic aspects of the varied political and religious systems and conflicts observed in Europe since the Middle Ages.

Prerequisites ECO 1101 or ECO 1103 or ECO 2201

ECO 3326 - Economic Development

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined.

Prerequisites ECO 1103 or ECO 2201

FRE 1123 - The French-Speaking World

An examination of French-speaking countries outside of Europe – especially Africa and the Caribbean – prior to, during, and after the establishment of French colonial rule. Special attention is given to the ways different cultures have reacted, in economic, religious, sociological, artistic, and literary spheres, to the experience of French hegemony.

This course is taught in English.

McDaniel Plan: International Nonwestern; Social, Cultural, and Historical Understanding.

FRE 1131 - Culture of France

A study of influences that have molded France through the ages, with insights into all aspects of French culture (geography, history, the arts, folklore, gastronomy, etc.).

This course is taught in English.

McDaniel Plan: International Western; Social, Cultural, and Historical Understanding.

GEO 2200 - Human Geography: Cultures of the Non-Western World

The goal of this course is to explore the cultural geography of non – western developing world. It is based on a multidisciplinary approach, this means thematic topics from subject areas like anthropology, sociology, environmental studies etc are used to study peoples' experiences. The course examines among other major questions: Where are these areas geographically located? What are the common and unique characteristics of the cultural environment that have been created? How have these peoples' cultures impacted the western world and vice versa?

Geographic areas and regions studied include Africa, Asia, Latin America, and the Caribbean.

McDaniel Plan: International Nonwestern.

GEO 2202 - Cultural Geography: Non – Arab Islamic Societies

This course focuses on the geography of the non – Arab Islamic societies, their cultural traits and experiences. How have they interacted with the natural environment to create Islamic cultural environment? How have their cultural practices impacted Islam and the world? How has westernization impacted their identity, economic, political, and social practices, and vice versa? Among the geographic areas explored are: sub-Saharan Africa, Turkey, Central, South and South-East Asia. Diaspora experiences, especially in Europe and North America are also studied. Special emphasis will be placed on current issues after September 2001 attacks in the United States.

McDaniel Plan: International Nonwestern.

IDS 2037 - The Intercultural Workplace

This course provides a foundation for understanding the importance of culture on global business through the study of comparative values and cultural differences as well as verbal and nonverbal communication patterns.

McDaniel Plan: Encompass Distinction; International

IDS 2215 - The Arab World

This course will offer an introduction to and an overview of the history, culture, politics and current events of the Arab world in the Middle East and Africa. The students will also be introduced to the Arab-American community and its contribution to culture and politics in the United States. One integral part of the class is a daily discussion of current events in the Arab World, US policy toward the Middle East, the Israeli-Palestinian conflict, and the U.S. war on terrorism.

McDaniel Plan: International Nonwestern; Social, Cultural, and Historical Understanding

CCS 1103 - The Central-European Heritage: A 21st Century Grand Tour (McDaniel Europe)

Credits: 1

A travel-study course that introduces students at the Budapest campus to European culture, monuments, and geography. Combines a five day tour to several major European capitals (/e.g./, Prague, Vienna, Venice) and a weekend tour to Western or Southern Hungary. Students receive orientation beforehand in a seminar format, conduct basic research on the sites to be visited, and engage in follow up presentation of findings and experiences. This course is required of all McDaniel College students who study at McDaniel College Budapest.

PSI 2205 - The European Union: History, Institutions, and Major Policies

This is a one-semester course encompassing all essential features of European integration and the existing European Union.

Offered at the Budapest campus.

PSI 2220 - Global Cybersecurity

This course plots the emergence of cybersecurity as a critical political issue around the world. Technological progress, accompanied by globalization, has transformed the ways in which economic life is conducted. The increasing importance of information systems in conducting everyday activities - affecting supply chains, administration, and potentially resulting in the automation of large economic sectors - continues to expose increasing numbers of vulnerabilities to different state and non-state actors. Surveillance has been enabled, to a greater extent than previously believed possible, and the use of 'big data' to store multiple points of referenced data has extended the potential for invasive techniques. The development of remotely controlled and semi-autonomous weapon systems has also opened up further, important questions regarding the nature of state power and security in a networked society, which will be investigated by the course. The course aims to give students the ability to understand, assess and review the effectiveness of various cybersecurity strategies, including examination of those societies which have overtly restricted internet access. Additionally, social networks have impacted the way in which state propaganda is being disseminated. These questions are explored and students are encouraged to incorporate these into theories relating to international relations and comparative politics.

This course is offered at the Budapest campus.

ECO 3305 - American Economic History

This course is an interdisciplinary one which will use economic methods to analyze and interpret various episodes in U.S. History. Topics to be covered will include: colonial and antebellum money and banking; productivity growth and the secular change to manufacturing economy; slavery; the Civil War; growth of railroads; the gold standard; and the Great Depression.

Prerequisites ECO 1101 or ECO 1103 or ECO 2201

ECO 3318 - European Economic History

This course will examine various issues in the evolution and development of the European economy from the middle ages to the early 20th century. Central topics to be explored include trends in population and income growth, agricultural productivity and land redistribution, industrialization, and the evolution of international monetary arrangements, and the economic aspects of the varied political and religious systems and conflicts observed in Europe since the Middle Ages.

Prerequisites ECO 1101 or ECO 1103 or ECO 2201

ECO 3326 - Economic Development

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationship of economic, political, sociological, historical, and technological factors in growth and development are examined.

Prerequisites ECO 1103 or ECO 2201

ENG 1103 - Introduction to Journalism

A study of the news media in America, including how they work, their strengths, weaknesses, problems, and priorities with an emphasis on print journalism and journalists. Students also receive instruction in the art of news reporting and writing.

Prerequisites English 1101.

ENG 2106 - Writing for Main Street

Write entrepreneurially! As part of this class, students will partner with area small businesses to help with their writing, design, marketing, and more, creating usable end products every step of the way. Learn more about the rhetorical moves and practical steps behind writing for websites, social media campaigns, print marketing, memos, business pitches, and other texts. Build your resume, making invaluable networking connections, explore career options, and learn more about the entrepreneurial value of a liberal arts education.

Prerequisites ENG-1101

ENG 2107 - Business Writing

Extensive practice in the forms and techniques of writing in business environments, including resumes, letters, memos, emails, and reports. Students will also practice writing and delivering oral presentations.

Prerequisites ENG-1101

ENG 2120 - Editing for Publication

Exposure to the practices of professional editors and publishers. Students learn about copyediting and developmental editing, broader editorial decision-making, the publishing industry, and current publishing platforms. Specific attention is paid to the rhetorical choices that arise during the editing and publishing process.

Prerequisites ENG-1101

ENG 2208 - Advanced Composition

Designed to support writers' development as prose stylists. Primary emphasis placed on students' own nonfiction writing – about objects, places local or distant, and people familiar or famous. Students learn to generate material, to revise prose for fluidity and grace, and to recognize how style affects readers. Students also read published literary nonfiction (profiles, literary journalism, nature writing, memoir) to learn about craft in prose, imitate the techniques of published writers, and reflect on the creative process.

McDaniel Plan: Creative Expression.

ENG 2212 - Professional Communication

An opportunity for students to practice and think critically about communication in the workplace. Assignments will focus on writing forms and topics suitable for students' fields of major interest. Students will complete individual and collaborative projects designed to help them write clearly and effectively for audiences both within their professions and outside of them. Particular emphasis will be placed on electronic communication forms.

Prerequisites ENG 1101 and a minimum of 32 credits

ENG 3307 - Social Media: Rhetoric and Design

Students explore the rhetorical and cultural effects of social media as well as the shifting expectations for writers in these environments. Along with investigating how self and society are shaped by the ways information is presented, collected, vetted, and shared, students work with a variety of social media platforms to create a coherent web presence designed for real audiences. In the course, students learn to effectively curate information, create infographics, podcast, blog, and vlog.

McDaniel Plan: Creative Expression.

ENG 3309 - Approaches to Everyday Discourse

An introduction to rhetorical methods for analyzing such "texts" as speeches, editorials, advertisements, sports writing, movie reviews, and talk radio programs. Students will learn to identify patterns in everyday discourse and to recognize and explain the persuasive powers these forms exert over audiences. The course develops students as critical observers and consumers of everyday discourse.

McDaniel Plan: Social, Cultural, and Historical Understanding; Textual Analysis.

ENG 3311 – Technical Writing in Context

This course focuses on the analysis and production of professional writing in context. Students consider how workplace practices and expectations help shape written products, paying particular attention to the analysis of historical moments when communication choices have had real, often disastrous, consequences. Students will develop skills in the production of technical definitions, technical descriptions, instruction sets, and project reports. They will also be exposed to theoretical texts that shed light on workplace practices and writing.

Prerequisites English 1101 and two additional 2000-level English courses.

McDaniel Plan: Textual Analysis.

ENG 3312 - Writing for Nonprofit Organizations

An introduction to the various genres produced by and for local, national, and international nonprofit organizations. Assignments may include the development of mission statements, fundraising letters, grants, brochures, podcasts, websites and other public relations material. Students will also analyze the contemporary social, cultural and economic trends, which create

unique challenges and opportunities for the nonprofit sector. Integral to this course is the opportunity for students to work with and write for area nonprofit organizations.

Prerequisites/Co-requisites Junior or Senior Standing

McDaniel Plan: Departmental Writing; Experiential

5. Discuss how general education requirements will be met, if applicable.

The total credits for graduation from McDaniel College are 128. The International Business major will require 76 of these. At least sixteen credits of the McDaniel Plan (the College's general education requirements) can be met by courses in the proposed major. The Social, Cultural, and Historic requirement can be met by either ECO 1102 Economic Issues and Policy or ECO 1103 Introduction to Economics; the Quantitative reasoning requirement can be met by Math 1106 Mathematical Excursions (or a higher-level Math course) and STA 2215 Introduction to Statistics; the requirement for a writing course in the discipline can be met by ECO 3318 European History or any of the other listed Writing in the Discipline courses that are part of the major. Depending on the specific major courses they choose, they could also complete the requirements for Western and/or Non-Western courses.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The college catalog includes information on approved programs including all required coursework and total program hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students.

The Schedule of Classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for the online and hybrid classes is Blackboard. When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student's inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description.

The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

Course syllabi distributed at the beginning of each course outline course requirements, faculty office hours, availability of academic support services, learning objectives, as well as the availability of special assistance through the college's Student Accessibility and Support Services office (SASS).

Written copies of the requirements for the International Business major will be continually on display and available to students in the Economics and Business Administration

Department office suite. In addition, students majoring in International Business will have a faculty academic adviser well versed in the requirements of the major.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

At McDaniel College, recruitment materials are updated annually. This provides the college flexibility to ensure accuracy.

Additionally, it is the habit of the Office of Admissions to introduce prospective students to departmental faculty when possible. Campus visits include the opportunity to sit in on a class or to meet with faculty. Emails written by department chairs are deployed by the Office of Admission and admitted student events feature one-hour sessions that give faculty and current students an opportunity to share details about the major.

Departmental program pages on the college's website are reviewed and updated monthly for accuracy. Academic pages link to the most recent version of the college's catalog, giving prospective students a clear and accurate view of the program requirements and coursework.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

I. Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#)).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

All core courses in the International Business major will be taught by full-time faculty holding the terminal degree in their field or having a combination of an advanced degree and a wealth of applied business experience. The overwhelming majority of electives offered in the program are also taught by full-time faculty.

Name	Terminal Degree	Academic Title/Rank	Status	Courses
Kevin McIntyre	Ph.D. in Economics	Professor of Economics and Business Administration	Full-time Faculty	ECO 3306: International Finance ECO 3304: International Economics ECO 1103: Introduction to Economics ECO 3318: European Economic History
Amy Ramnarine	Ph.D. in Economics	Assistant Professor of Economics	Full-time Faculty	ECO 3326: Economic Development ECO 1102: Economic Issues & Policy STA 2215: Introduction to Statistics
Julie Routzahn	Ph.D. in Economics CPA, MBA, M.S. Finance	Associate Professor of Economics and Business Administration	Full-time Faculty	BUA 4323: Corporate Finance BUA 1101: Principles of Accounting I BUA 1102: Principles of Accounting II
Kerry Duvall	M.S. Taxation, CPA	Assistant Professor of Business Administration	Full-time Faculty	BUA 1101: Principles of Accounting I BUA 1102: Principles of Accounting II
Donald Lavin	MBA in Finance, Master of Professional Accountancy, CPA	Executive in Residence	Full-time Faculty	BUA 4100: Business Strategy Capstone BUA 1101: Principles of Accounting I

Nicholas Kahn	Ph.D. in Economics	Assistant Professor of Economics and Business Administration	Full-time Faculty	ECO 1103: Introduction to Economics
Ethan Seidel	Ph.D. in Economics MBA in Finance	Professor of Economics and Business Administration	Full-time Faculty	STA 2215: Introduction to Statistics ECO 1102: Economic Issues and Policy
Nigel Burdett	M.S. Business	Professor of Practice in Business Administration	Full-time Faculty	BUA 2209: Principles of Marketing BUA 2101: Global Markets and Marketing
Richard Claycombe	Ph.D. in Economics	Professor of Economics	Full-time Faculty	ECO 1102: Economic Issues and Policy STA 2215: Introduction to Statistics
Martine Motard-Noar	Ph.D. in French	Professor of French	Full-time Faculty	FRE 1123: French Speaking World FRE 1131: Culture of France IDS 2037: The Intercultural Workplace
Ochieng' K'Olewe	Ed.D. Education	Professor of Education	Full-time Faculty	GEO 2200: Human Geography: Cultures of the Non-Western World GEO 2202: Cultural Geography: Non-Arab Islamic Societies
Mohamed Esa	Ph.D. in German	Professor of German and Arabic	Full-time Faculty	IDS 2215 The Arab World

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 1 to 2 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community which approximately one third of our full-time faculty participate in; the book is always one which highlights evidenced-based practices. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students.

b) The learning management system

The Department of Instructional Design and Technology at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design.

c) Evidenced-based best practices for distance education, if distance education is offered.

We have no intention of offering this program in an online format. However, a very small percentage of undergraduate courses at McDaniel are taught online during the summer session so that our students can take some summer courses while they are at home. All faculty who teach an online course are required to first take BPO 100: *Best Practices in Online Teaching and Learning*, a four-week (28-hour commitment) online course. By completing the course, participants (a) gain the benefit of the experience, research, and knowledge from those individuals and institutions who have been offering online instruction for many years, (b) develop specific strategies for maintaining social presence, teaching presence, and cognitive presence in an online classroom, and (c) develop specific strategies for facilitating collaboration, reflection, and learner-centered pedagogies. BPO 100--a constructivist, discussion-based class--is informed by the Community of Inquiry framework and standard best practices as measured by Quality Matters.

J. Adequacy of Library Resources (as outlined in [COMAR 13B.02.03.12](#)).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

McDaniel College's Hoover Library contains approximately 375,038 book volumes, access to 87 different databases, 77,676 titles of media, and 84,516 serials. The Hoover Library website (<http://hoover.mcdaniel.edu>) includes Research Guides—general and course specific—that assist students with identifying appropriate resources for academic writing. The guides also provide general assistance with the research process by covering topics such as source selection and evaluation.

The College's print collection is available for loan to all McDaniel College students, faculty, staff, and other community members. The library's website provides remote access to the online catalog and electronic databases so that students may access the library's resources from wherever they are working. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the Maryland Independent Colleges and Universities Association (MICUA), the Baltimore Area Library Consortium (BALC), and the Associated College Libraries of Central Pennsylvania (ACLCP).

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in [COMAR 13B.02.03.13](#))

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The college currently offers a major in Business Administration with an Area of Concentration in International Business. Also, a group of 10 to 15 students study abroad each semester at the college's McDaniel Europe branch in Budapest, Hungary. The facilities are currently in place to accommodate the expansion of the existing Area of Concentration into a full-fledged major. The faculty is on staff, and they have the needed physical resources in the form of classrooms, computer labs, and offices to accommodate the projected demands of the proposed new major in International Business.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

All McDaniel students are provided with email accounts. The institution uses Blackboard for course delivery, community engagement, and content management for all face-to-face and online courses. Our Blackboard system is fully integrated with our Student Information System (SIS), such that (a) all students and faculty automatically have Blackboard accounts, (b) all classes are automatically built, and (c) all enrollments are automatically managed via SIS integration.

Instructors and students utilize iDevices, Adobe Connect, Ensemble, video from Hoover Library databases, and fast Internet connections. The Student Academic Support Services (SASS) office provides on-loan assistive technology to students. The Instructional Technology Office provides training and support for faculty and students using any technology used in the course. The department has adequate information technology resources to support faculty and students.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR 13B.02.03.14](#))

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Rationale for enrollment projections

New student enrollment projections embedded in our strategic enrollment plans are developed by the Vice President for Enrollment. They are based on the VP's review of historical enrollment data in similar fields at McDaniel College, the size of the potential market in primary recruitment areas for the college, and enrollment trends nationally.

Rationale for reallocated funds

Last year, the College underwent a faculty-led review in response to a request from the McDaniel Board of Trustees to identify academic programs for possible reinvestment, as well as potential restructuring. The goal of this review was to strengthen the academic program of the College by aligning our academic offerings with current and prospective students' demonstrated interests.

In the spring of 2019, the Board of Trustees unanimously approved the recommendations that would suspend enrollment for future students in the following undergraduate majors: Art History, Religious Studies, French, German and Music. Minors in German, Music and Latin will also no longer be offered. These programs were selected, in large part, due to relative under-enrollment compared with other programs at the College.

The following chart indicates the number of students who were in the pipeline and in our prospective student pool as of November of 2018:

Program	5-yr avg. degrees	Current majors	Current minors	F19 Admissions projections <u>Apps→Admits→Yield</u>
Art History Major (minor retained)	4.6	4	4	N/A: Art History not in survey General Art = 6 students
Religious Studies Major (minor retained)	1.6	7	10	8 apps → 5 admits → 1 student
French Major (minor retained)	3.8	8	6	9 apps → 6 admits → 1 student
German Major and Minor	2.2	12	5	2 apps → 1 admits → 0 students
Music Major and Minor (select music activities retained)	3.2	13	8	32 apps → 21 admits → 4 students

Any prospective students who indicated an interest in these majors were notified of the program suspensions in advance of making their decision to enroll. The College guaranteed that all students who had declared a major in an impacted program would be able to graduate with their intended degree. McDaniel students were allowed to declare any major through the end of this spring semester regardless of whether there was a recommendation to suspend. And in every case except for German and Latin, courses will still be taught in these disciplines and students will be able to use these courses to fulfill their core education (McDaniel Plan) requirements. Specifically related to Music, select performance opportunities that have existed for all students, regardless of major, will still be available, including choir and band, as well as music lessons. Students can still select from five second languages: Arabic, ASL, Chinese, French, and Spanish.

Because of our commitment that all students in an affected major can graduate with their intended degree, existing faculty may continue to teach in the affected programs of study for a number of years. The College is closely following American Association of University Professors (AAUP) guidelines.

The recommendations approved by the board resulted in nearly a million dollars worth of savings over the next five years, 100% of which will be re-invested to strengthen our academic programs. Investments will support the reorientation of existing programs to better meet the needs of the 21st century, and to create new programs that will expand the curricular offerings of the College. This was not a budget cut.

The Board also voted to investigate these strategic re-investments in four categories of strong and growing interest to current and prospective students: Health Sciences/STEM, Business and Technology, the Liberal Arts core curriculum, and professional certificates.

None of these changes will adversely affect our ability to deliver our hallmark McDaniel Plan and McDaniel Commitment. Our students will continue to experience a broad education in the liberal arts and sciences while delving deeply into their program areas of special interest.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

FTE & operating budget calculations were based upon existing departments which will contribute at least 25% of the courses in the proposed major. Using only those high-contributing departments, FTE & operating budgets were then calculated based on proportionate contributions.

M. Adequacy of Provisions for Evaluation of Program (as outlined in [COMAR 13B.02.03.15](#)).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses are evaluated via online student course evaluations which are reviewed by the department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the Provost for employment action. Adjunct faculty are reviewed by their department chair on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

In addition to the annual assessments of student learning outcomes overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make recommendations based for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the Provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution. This program was developed with the assumption that the program could continue to be sustained through existing institutional resources, but with plans for increased investments when the expected program growth occurs.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in [COMAR 13B.02.03.05](#)).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has articulated cultural diversity goals which include general education courses related to cultural diversity, co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2018 show that 28% of our student population identified as students of color, a number that has steadily increased since 2010. The majority of students at McDaniel College (65%) come from the State of Maryland, and 26% are considered first-generation college students. McDaniel College actively recruits prospective students through campus events and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at

least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This proposed program is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

TABLE 1: PROGRAM RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Narrative
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Tuition/Fee Revenue (c + g below)	\$0.00	\$93,767.08	\$193,160.16	\$273,563.07	\$358,616.30	
a. Number of F/T Students	0	4	8	11	14	Because we have not marketed this new major when recruiting students for Fall 2020, any students who might declare this major in Year 1 will be already-enrolled students. Therefore, we are projecting no NEW students and no additional tuition revenue during Year 1 attributed to this program.
b. Annual Tuition/Fee Rate	\$0.00	\$23,441.77	\$24,145.02	\$24,869.37	\$25,615.45	Assumes 3% annual increase
c. Total F/T Revenue (a x b)	\$0.00	\$93,767.08	\$193,160.16	\$273,563.07	\$358,616.30	
d. Number of P/T Students	0	0	0	0	0	We have so few part-time undergraduates that we are not including part-time students in our projected enrollments.
e. Credit Hour Rate	0	0	0	0	0	
f. Annual Credit Hour Rate	\$1,433.07	\$1,476.07	\$1,520.35	\$1,565.96	\$1,612.94	Assumes 3% annual increase
g. Total P/T Revenue (d x e x f)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
TOTAL (Add 1 – 4)	\$0.00	\$93,767.08	\$193,160.16	\$273,563.07	\$358,616.30	

TABLE 2: PROGRAM EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Narrative
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
a. Number of FTE	9	9	9	9	9	No additional faculty will be needed during the first 5 years. Should enrollment increase, new faculty may be hired later.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Admin. Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	0	0	0	0	0	
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Support Staff (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
a. Number of FTE	0	0	0	0	0	
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Technical Support and Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	All technical support and equipment will be covered by existing resources in the Business/Econ Department.
5. Library	\$0.00	\$1,000.00	\$1,040.00	\$1,082.00	\$1,125.00	Estimated library budget will be \$1,000/year (with 4% annual increase for journals). Other resources are already available through existing databases.
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses	\$0.00	\$1,892.00	\$3,784.00	\$5,203.00	\$6,622.00	Based on current operating budgets, the cost per student in the Business/Econ Department = \$473 X new student projections.
TOTAL (Add 1 – 7)	\$0.00	\$2,892.00	\$4,824.00	\$6,285.00	\$7,747.00	